

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12CA22

School Type (Public Schools): ☐ Charter ☐ Title 1 ☒ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Mr. Andrew Ishibashi

Official School Name: Lowell High School

School Mailing Address: 1101 Eucalyptus Drive
San Francisco, CA 94132-1401

County: San Francisco State School Code Number*: 38684783833407

Telephone: (415) 759-2730 E-mail: ishibashia@sfusd.edu

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I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Carlos Garcia Superintendent e-mail: carlosgarcia@sfusd.edu

District Name: San Francisco Unified District Phone: (415) 241-6478

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Ms. Hydra Mendoza

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12CA22

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

12CA22

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 74 Elementary schools (includes K-8)
(per district designation): 26 Middle/Junior high schools
23 High schools
0 K-12 schools
123 Total schools in district
2. District per-pupil expenditure: 4567

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 5
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	0	0	0
1	0	0	0		8	0	0	0
2	0	0	0		9	303	398	701
3	0	0	0		10	288	374	662
4	0	0	0		11	246	375	621
5	0	0	0		12	277	371	648
Total in Applying School:								2632

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
67 % Asian
3 % Black or African American
8 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
15 % White
7 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 1%
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2010 until the end of the school year.	0
(2)	Number of students who transferred from the school after October 1, 2010 until the end of the school year.	19
(3)	Total of all transferred students [sum of rows (1) and (2)].	19
(4)	Total number of students in the school as of October 1, 2010	2632
(5)	Total transferred students in row (3) divided by total students in row (4).	0.01
(6)	Amount in row (5) multiplied by 100.	1

8. Percent of English Language Learners in the school: 2%
 Total number of ELL students in the school: 55
 Number of non-English languages represented: 2
 Specify non-English languages:

Chinese, Spanish

9. Percent of students eligible for free/reduced-priced meals: 40%

Total number of students who qualify: 1051

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 4%

Total number of students served: 89

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>40</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>25</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>5</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>10</u> Mental Retardation	<u>2</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>4</u>	<u>0</u>
Classroom teachers	<u>108</u>	<u>3</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>24</u>	<u>2</u>
Paraprofessionals	<u>19</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>22</u>	<u>10</u>
Total number	<u>177</u>	<u>15</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 25:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	98%	98%	98%	98%	98%
High school graduation rate	98%	99%	99%	98%	99%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	<u>618</u>
Enrolled in a 4-year college or university	<u>74%</u>
Enrolled in a community college	<u>17%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>3%</u>
Other	<u>6%</u>
Total	<u>100%</u>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☐ No

☒ Yes

If yes, what was the year of the award? Before 2007

PART III - SUMMARY

12CA22

Lowell High School is a public magnet school in San Francisco, California. The school opened in 1856, just seven years after the start of the California Gold Rush. Originally named the Union Grammar School, in 1858, it became the San Francisco High School. Six years later, the genders were separated and the name was changed to Boys High School. The school was relocated three times and in 1886 females were reintegrated into the college prep program. In 1894, the school again changed its name. A school board member and admirer of the abolitionist and poet James Russell Lowell, succeeded in having the school renamed Lowell High School. The school moved to its current site in 1962, to make room for future expansion.

Located in the southwestern quadrant of San Francisco, the school currently serves 2,601 students drawn from throughout the City. “Home of the Lowell Cardinals,” the school has a reputation for academic excellence. Admission has undergone a series of changes and currently incoming ninth graders are awarded placement in one of three bands: academic criteria (70% of seats available), criteria relating to socioeconomic status/personal situation (15% of available seats,) and criteria relating to personal qualities/achievement and/or on the recommendation of middle school principals, 15 percent of available seats.

Prior to 1999, the racial and ethnic background of students was a factor in the admission process, but a Federal Court order in that year ordered a change in policy. As a result, there was a significant drop in Latino and African American students admitted. The under-representation in the student body has been somewhat mitigated through a vigorous outreach and recruitment effort. Balancing the school’s need for racial and ethnic diversity with the need to recognize the rights of all students meeting the admission requirement remains one of the school’s greatest challenges.

Lowell alumni make up a very distinguished group that continues to offer support to the school. They include Nobel laureates, governors of the State of California, a U.S. Supreme Justice, recognized artists, writers, actors, US Army generals, US Navy Admirals, and CEOs of apparel and software companies. Ninety-eight percent of Lowell seniors attend post-secondary institutions, as compared to eighty percent district-wide and seventy-four percent state-wide.

Lowell is considered one of the highest performing public schools in California and has earned recognition by the College Board for giving the third largest number of AP examinations in 2011. Lowell has consistently been ranked in the Top 100 High Schools in the country by *US News & World Report* and *Newsweek*. This is the third time the U.S. Department of Education has recognized Lowell as a National Blue Ribbon School and the California State Department of Education has identified Lowell seven times as a California Distinguished School. With an outstanding Academic Performance Index score of 954 in 2010 and 951 in 2011, Lowell is ranked among CA’s highest performing schools as measured by state assessments in both reading and mathematics. Lowell received a 10 in the “Statewide Rank” category and another 10 in the “Similar School Rank” category by the California Department of Education (CDE). Lowell’s success is the result of outstanding students who value education and work hard to achieve success.

The mission of Lowell High School is “to encourage the individuals who attend to contribute their skills, creativity, and intellect to benefit both themselves and the wider community of which they are a part.” According to the school’s Mission Statement, the underlying philosophy of the school is that the young people of San Francisco will enjoy the option of attending a traditional college preparatory high school. An emphasis will be placed on an instructional program promoting intellectual and aesthetic values while offering opportunities for self-discipline and individual decision-making. It is the school’s goal to create a

just and equitable society where individual responsibilities are clearly defined and personal rights guaranteed. The school values cultural, social and ethnic diversity, which enrich the lives of all students.

Although known for academic excellence, Lowell also prides itself on fielding strong sports teams. Football, basketball, volleyball, swimming, badminton, wrestling, gymnastics, cheerleading are just a few of the teams that have successfully competed city-wide. The Lowell Shield & Scroll Honor & Service Society is over 100 years old and members wear their beanies with pride. Currently, over 100 clubs exist on campus, ranging from the Black Student Union to the Future Business Leaders of America. Approximately 98% of the Lowell student body is involved in at least one extracurricular activity.

Lowell is representative of the greater socio-economic polyglot that is San Francisco. The school reflects virtually every racial, ethnic, economic, religious and immigrant-status sub group found in the City. Lowell seeks to expand its diversity through outreach programs to middle schools, both public and private. The school merits recognition for the hard work of its students, faculty, parents, and administration. Working together, the stakeholders continue to improve and enhance Lowell.

1. Assessment Results:

A. A range of state and national assessments showcase Lowell's success but also indicate room for improvement. Lowell's Academic Performance Index (API) rank is above both the San Francisco Unified School District (SFUSD) and the state averages in all categories. The school's API was 954 in 2010 and 951 in 2011. Lowell has earned a 10/10 ranking in top tier California state schools and similar schools. In addition, Lowell has consistently met its school wide growth targets. School-wide, Lowell students have displayed a high degree of proficiency in both English and mathematics, as measured by the California Standards Test (CST) English Language Arts (ELA) and CST Math tests. Students have shown great consistency over the last five years in ELA, with 95 percent of Lowell students At or Above Proficient in all grades tested (9th, 10th and 11th). Scores in mathematics exhibit similar consistency over the same period with 80 to 83 percent of Lowell students scoring At or Above Proficient. CSTs in science and social studies, over a three year comparison (2007-2010), reflect a similar trend. A 91-93 percent average At or Above Proficient is identifiable in science. In social studies, Lowell has an At or Above Proficiency average between 88-91 percent.

Both the California High School Exit Exam (CAHSEE) and California English Language Development Test (CELDT) reflect Lowell students performing above both District and state results, according to the CDE. Lowell has seen significant growth over the last five years in the number of students taking AP classes, and earning a score of 3 and above. Results indicate that as the number of students taking examinations increases, the number passing with 3 or above remains close to 91 percent.

Adequate Yearly Progress (AYP) is a statewide accountability system mandated by the No Child Left Behind Act of 2001. Lowell has consistently met all the criteria possible. For AYP, 'Proficient or Above' is a scale of 380 out of a possible 450 for either the ELA or the mathematics part of the CASHEE. The advanced score cut is 403 for the ELA part of CASHEE and 422 for the mathematics part of the CASHEE. The California State Board of Education adopted three achievement levels required under the NCLB Act. The breakdown used is as follows: scores less than 380 are awarded a 'Less than Proficient' designation, scores between 380-422 in ELA and 380-422 in mathematics earn a 'Proficient' designation, and finally above 403 in ELA and 422 in mathematics earn an 'Above Proficient' designation.

SAT and ACT scores are also well above District and state averages. Ninety percent of Lowell students score above 1500 on the SAT and 96% score above 21 on the ACT. Ninety-six percent of Lowell students have taken the SAT before they graduate compared to 64 percent in the SFUSD and 33 percent statewide.

B. Lowell's API ranks it one of the top schools in the state. However, not all groups at Lowell perform equally well. Lowell has six sub-groups that the state identifies as statistically significant: Asians, Filipinos, Latinos, Non-Hispanic Whites, Economically Disadvantaged Youth (EDY) students and English Learners. Latinos at Lowell earned an API of 874 in 2010, 70 points below the school-wide score but far above the District average of 682 and state average of 688. Nonetheless, Lowell recognizes an achievement gap between the six sub-groups and the rest of the student body. The school has had uneven success in its attempt to close the achievement gap. English Learners have not closed the gap and even recorded some negative growth in 2009-2010. This lack of growth can possibly be attributed to the growing EL population, especially in the area of lower-level EL learners.

Over a five year period, Lowell students have shown a high degree of proficiency in both English and mathematics as measured by the CST English Language Arts (ELA) and CST Math tests. The percent At or Above Proficient for ELA range from 94.5 percent in 2006-07 to 95.1 percent in 2010-11. The CST

Mathematics score are grouped as total scores for all math subjects combined: General Math, HS Math, Algebra I, Geometry, and Algebra II. The percent At or Above Proficient range from 82.3 percent in 2006-07 to 80.7 percent in 2010-11. The statistics reveal significant variation within different math subject areas among years. Comparing different math subject areas, the lowest scores belong to students taking Algebra I, with between 63.3 percent and 79.7 percent scoring At or Above Proficient. There is a downward trend from Grade 9 to Grade 11 in the Algebra II exam. This trend may be explained by the fact that our math students take Algebra II in Grade 9 while our weakest math students do not take Algebra II until Grade 11.

The results from the CST in all subjects reflect that Lowell students far outperform their peers in the District and statewide. Most students who were identified as Far Below Basic are moving into Basic, and those identified as Basic are moving to Proficient and Advanced. Lowell has a small number of students having difficulty in moving from Below Basic, roughly less an one tenth of one percent. The goal is to provide additional services to this group, who are mostly SPED students. Overall, the Lowell community has affected positive change in CST ELA scores in the percent of students who move from Basic to Proficient (44 percent v. 29 percent in the District) and from Proficient to Advanced (91 percent v. 78 percent in the District.)

Paralleling the variations in CST ELA and Mathematics among Lowell sub-groups, not all students are equally successful in passing the CAHSEE. Latinos passed with a slightly lower rate, 88-92 percent between 2007-2010. In 2009-10, 62.4 percent of African- Americans (AA) and 41.6 percent of SPED students who took the test passed the ELA portion, compared to 97 percent school-wide. These two groups (AA and SPED) performed at least as well in mathematics, if not better, than in ELA which is in contradiction to their performance on CST. It is significant that by 12th grade, the number of any sub-group failing to pass the exit exam was extremely low according to District data.

The growth of the AP program at Lowell has been significant in the last five years. In 2007, the school gave 2,787 exams and 3,529 in 2011. The success on the examinations has remained consistently high, 92.8 percent in 2007 and 91.9 percent in 2010. The school has instituted an open enrollment in all AP classes except for languages, and calculus. After adopting the new policy, the number of underrepresented students taking AP has grown. In 2008, 28 AA took at least one AP class. In 2010 that number had risen to 59. For Latinos the numbers rose from 35 in 2007 to 81 in 2010. For EL, 11 in 2009 increased to 17 in 2010.

Lowell SAT scores for 2011 are well above District and state averages. Ninety-five percent of 697 seniors took the SATs and earned averages of 587 in Critical Reading, 640 in Math and 599 in Writing. 603 out of the 668 tested scored above 1500, a 90.3 percent. SFUSD scores were significantly lower with 53.7 percent scoring above 1500, out of 2,770 and statewide, 50.7 percent scoring above 1500 out of 158,666. Lowell ACT scores were also reflect a strong performance by test takers. Two hundred sixty-four students took the exam with 96.2 percent scoring above 21. District-wide 1,335 took the test with 63.5 percent scoring above 21. Statewide, 74,326 took the exams with 57 percent scoring above 21.

2. Using Assessment Results:

Lowell has a commitment to do whatever possible to enable all students to achieve success. In 2008, SFUSD made the University of California/California State University (UC/CSU) a-g requirements mandatory for graduation. One hundred percent (100%) of Lowell's graduating seniors met the standards in 2010 and 2011. In addition, 100% of the Resource (RSP) special education graduating seniors also met the requirements. Eighty-two percent (82%) of classes offered at Lowell are accepted for UC/CSU admission.

Success in preparing students for the A-G Requirements is partly based on the successful use of available data. With the leadership and support of the administration, departments regularly examine data from state and district benchmarks. Discussion of departmental assessments are used to determine how

effectively instruction is progressing . Teachers are expected to analyze data, identify where students are not performing well, hypothesize possible reasons for such occurrences, and finally to seek out answers. If there is not deep alignment between the instruction and outcomes, that becomes the focus for departmental improvement.

To aid students in their learning, the bell schedule was changed, thereby increasing instructional minutes but also reducing resource and tutoring time during the day. Teachers with students who have an IEP receive notification of modification and accommodations to support students accordingly. All teachers have a Cross-Cultural Language and Academic Development (CLAD) certification and implement English Learner (EL) strategies in their instructional delivery to support students with low English language skills. All teachers have either a common planning time during department meeting or PD opportunities to collaborate and create lesson plans and/or common assessments.

All Lowell students are expected to show mastery in grade level English and mathematics using standardized assessments. Students earning test scores that are basic or below basic are required to utilize intervention resources, including: Academic Literacy class, Math Club, office hour and after-school tutoring, Peer Mentor Program, Adult Mentoring Program, off-semester classes, and California Scholarship Federation (CSF) peer tutoring. Students at risk of academic probation are required to receive Student Success Team (SST) and Student Assistance Program (SAP) services. Wellness Center support is provided to students whose health and social concerns affect academic performance. Leadership teams and department heads meet bi-weekly to discuss curriculum matters and collaboratively review data and brainstorm solutions/strategies accordingly.

The school has used assessment data to affect change in the area of English Language Development. Reclassifications of students have been made based on CELDT results and grades. Thirty ELL students have been identified, 15 of whom have an IEP and cannot be reclassified. 15 non-SPED EL students have been placed in a regular ninth grade English class. EL teaching strategies are posted in every classroom and also implemented in all EL/SPED classes. School documents are written in English, Spanish, and Chinese to serve the needs of the students and their families. After reviewing various assessments, Specially Designed Academic Instruction In English (SDAIE) strategies are implemented within departments and classrooms. Teachers share student work collaboratively to affect change. They consistently monitor assessment results.

Recently, Lowell has implemented an Adult Mentoring Program in which students on Lowell's Academic Probation List are paired with an individual teacher who volunteers to work with the student during available periods and after school. The adult mentoring program appears to be effective as 70 percent of the students on academic probation in Fall 2010 were off probation by the end of Spring 2011.

The District's Data Director has the capability of issuing reports through Early Warning Indicators. At Lowell, in 2010-2011, seven students have been identified as needing additional intervention. Three students are in SPED classes for which IEP goals have been reviewed and updated. Two students received Basic or Below Basic scores in English and have been placed in an English support class. One student was counseled and monitored for attendance problems that the data pointed out.

SchoolLoop, the SFUSD online grade report and assignment system, provides teachers, students and parents with instant access to both academic performance and attendance records. Parents can log-on and note any pending and missed assignments. Parents can monitor classes missed by the student as well as email teachers with concerns. Teachers are encouraged to post all grades in a timely manner and communicate with parents as often as needed.

3. Sharing Lessons Learned:

Lowell created the Academic Literacy class in 2006 to support incoming freshmen not reading at grade level. Students who earn a Basic or Below Basic score on the ELA CST from the previous spring are identified for the class. An English teacher helps students develop academic reading skills that will ensure success at Lowell. The librarian, through funding from the Lowell Parent Teacher Student Association (PTSA), runs a book club that develops reading skills and strategies for analyzing materials. Lessons from the Academic Literacy class and book club are shared with other librarians in the District.

Three Lowell teachers are or have been selected to participate on AP Test Development Committees. Subject areas include: AP Economics, AP Psychology, and AP Chinese. Part of their work on the Committees includes presenting at national and regional conferences. Topics have included: Recurrent Problems on Free Response Questions in AP Macroeconomics, Successful Inclusion of Transmission Mechanisms in Macroeconomics, The Role of Language and Culture in Teaching AP Chinese, and Including Ancient Chinese Poetry in AP Chinese. A member of the staff is also currently writing questions for the SAT II exam. These teachers have provided workshops on content at local, state and national levels.

Twenty teachers are currently or have been AP Readers and/or Table Leaders for the College Board. Subject areas read include: AP Environmental Science, AP Chinese, AP US History, AP World History, AP Psychology, AP Biology, AP European History, AP English Language, AP English Literature, AP Spanish, AP Japanese, AP Italian, AP Calculus, and AP Studio Art. In each of these disciplines, Lowell teachers have received high marks for their active involvement in discussion groups and presentation of rubrics. Successful strategies on how to cover material in a limited amount of time are shared with colleagues at District meetings and within Lowell. During District-wide meetings held monthly, Department Heads in various subjects share strategies on how to improve student learning, including: note taking techniques, reading for content exercises, thesis writing, lab experiments, and book selections appropriate for grade levels.

Lowell teachers have also demonstrated leadership by offering expertise in subject curriculum at District-wide workshops on selected topics, including: "The Philippine-American War," "Teaching AP Economics Is Not A Death Sentence," "Enrolling Non-Native Speakers in to AP Language Classes," and "Implementing Inquiry-Based Labs in Chemistry."

4. Engaging Families and Communities:

Parents and the community play important roles in many aspects of Lowell's planning and school life, including attending School Site Council (SSC) meetings to voice concerns and participate in school-wide decision-making.

In order to improve communications among faculty, students, and parents, Lowell has implemented School Loop, a school-wide online forum. Teachers can post syllabi, assignments, and grades online so that parents can monitor their child's academic progress. Parents are able to contact teachers through Loop mail. If a student is struggling academically, his/her teacher may communicate with the student's other teachers as well as parents.

The Counseling Department monitors all students on academic probation by meeting with each student individually to develop a support plan and by notifying parents by mail of the student's academic standing and possible interventions.

Parents participate on the English Learner Advisory Committee (ELAC) which meets regularly to discuss issues of particular concern to EL students and their families. Official communications are translated into Spanish, Chinese, and other languages in order to reach all families.

Lowell has an active PTSA, which meets regularly to address issues involving both academic programs and the well-being of students. The PTSA Board meets regularly with the principal and keeps the Lowell community informed through their newsletter, web site, and a Yahoo e-group. In addition, the PTSA raises monies for their grants program which funds projects designed to impact student success.

Many parents are also active in the Lowell Alumni Association (LAA), which has done extensive fund-raising to support a variety of academic programs and facility upgrades, including a new computer lab, the renovation of a mini-theater, and the modernization of several science labs. Also, with the state budget cuts over the past several years, the LAA has funded several full-time positions, especially in the Visual and Performing Arts Department.

The Volunteers in College and Career Information (VICCI) Center, staffed by parent volunteers, and the PACT Education Clearinghouse, a non-profit organization that assists low-income students with applying for college admissions, provide students with information on financial aid and scholarships, and schedule visits with college representatives.

The Wellness Center works with several community organizations to provide mental health services for students by referral. In addition, Wellness provides speakers from many community organizations that address topics relevant to students and their families, including suicide prevention, stress management, and healthy relationships.

Many departments have developed community partnerships to actively support student success. For example, Lawyers-In-The Schools is providing information to American Democracy classes on a variety of legal issues and urban planners work with students studying economic issues facing communities.

1. Curriculum:

Lowell has a tradition of offering a diverse and extensive curriculum that prepares students for university level work. All subject courses are aligned to State and National Standards. The core curriculum which satisfies the University of California a-g requirements includes 127 courses within six academic departments; Social Studies, English, Mathematics, Science, World Languages and Visual and Performing Arts.

The Visual and Performing Arts Department provides a gateway for expression through music, art, and drama. The department's course offerings range from Ceramics I to AP Studio Art, Choir to AP Music Theory and Drama/Set Preparation to Advanced Architecture. The VPA department produces outstanding plays, concerts, and art shows. All Lowell students must complete at least one year of self-selected courses.

The Physical Education Department's curriculum focuses on developing both a healthy body and mind. Two years of physical education are required for graduation but many Lowell students continue to enroll in PE classes to maintain their health. The department is also in charge of the wide variety of extracurricular sports offered year-round. Health and nutrition education is addressed in a one-semester Health Education class.

The History/Social Studies Department employs a variety of approaches to actively engage students in learning to appreciate historical information. Three years of social studies classes are required for graduation. All ninth graders take a year-long course in Modern World History. In tenth grade, two AP courses are available, European History and World History. Eleventh graders have a range of courses available to them from US History to AP Psychology. In 12th grade, a semester course in economics and another in American Democracy are required. Additional AP courses can be substituted to meet the state requirements.

The Special Education Department is made up of these programs: Special Day classes, the Transition Program for students 18-22 years, the Severely Impaired class, the High Functioning Autism class and the Resource Specialist Program in which students are mainstreamed. The needs of each student are carefully outlined in an IEP and classroom teachers work closely with SPED teachers to coordinate activities and lessons.

The English Department offers a wide range of courses providing a challenging and rich academic curriculum. Creative and subjective responses to literature as well as sophisticated analysis are emphasized throughout the four years of required classes. The English Program is literature-based with works selected for their merit as well as appeal and applicability to the ethnically and culturally diverse student population at Lowell. Regular, Honors and AP courses continue the work towards excellence in essay writing and discussion of literary texts.

The goals of all the courses offered by the Math Department are to provide students with the skills to discern mathematical relationships, reason logically, and effectively use mathematical computations. Proficiencies are tested through various means to assure the correct placement of students. While two years of mathematics are required for graduation, almost all Lowell students take three years or more. Students progress from Algebra to either Geometry or Advanced Algebra, then to Pre-Calculus, Calculus, AP Calculus and AP Statistics. Off-semester courses are available for those needing to repeat a class. Computer Science and Programming courses further develop high-order thinking skills.

The Science Department is committed to preparing the next generation of research scientists, engineers, medical professionals and tech-savvy citizens. A multi-track sequence is in place to help each student discover his/her interest in science. Courses at the basic, honors and AP levels are offered in Biology, Chemistry and Physics. Students can also elect to pursue a different path with Physiology, Environmental Science, Marine Science, Principles of Biotechnology and Geology. Laboratory experiments provide the students with hands-on engagement in scientific discovery. Mastery of the essential tools of science, including calculating and using scientific equipment, are emphasized.

The World Languages Department offers instruction in Mandarin Chinese, Hebrew, Japanese, Italian, French, Spanish, Latin and Korean. Although two years of instruction are required, students often take a third or fourth year. Extensive writing and in-class speaking, along with the use of the language lab, provide students with the opportunity to master oral and written skills. AP classes are available regardless of grade level to those students with the requisite skills needed for success. Currently, AP classes are offered in Chinese, Japanese, French, Latin, Italian and Spanish.

All students fulfill the district College and Career requirement either through a one-semester course, or by receiving a waiver through participation in the District-sanctioned "Plan Ahead" curricula, a multi-disciplinary approach that integrates the skills and strategies normally taught in such a course within their ninth grade classes.

Lowell's AP program spans the curriculum for a total of 25 courses. Although pre-requisites are suggested for enrollment, Lowell has an open enrollment policy allowing students to enroll based on interest and motivation. In this manner, the AP program has expanded its base to include more students who have been classified as under-represented minorities taking these upper-division courses.

2. Reading/English:

The English Department offers a wide range of courses providing an academic curriculum that is challenging and rich. These English courses provide opportunities for creative and subjective responses to literature as well as disciplined sophisticated analysis. The department's emphasis on written work throughout the curriculum provides excellent preparation for all students.

The English Program at Lowell High School is literature-based. The works read in the literature classes are works of substance that are appropriate for college bound students. Literary works are selected for their merit as well as for their appeal and applicability to the ethnically and culturally diverse, academically talented student population. All literature-based courses include instruction and extensive practice in the organization of coherent and informed expository essays. Much of the writing is about the literature and is in response to class discussions.

The content of ninth-grade and tenth-grade English classes focuses on each student's emerging view of the world-through the journey of maturation in mythology to the adolescent in contemporary life.

Because of the importance and complexity of the skills involved in clear and concise writing, all juniors in the regular English program must take our Expository Writing course.

Eleventh-grade and twelfth-grade English elective courses encourage students to explore specific dimensions of literature in greater depth. Students take three semesters of these electives.

In Honors English classes, students read and write more than students in regular courses. They participate in swiftly paced, complex discussions of literary texts and essay writing. Their interpretive writings are more complex than those addressed by students in regular courses. Honors students are eligible for Advanced Placement classes offered in the junior and senior years.

The Academic Literacy course is designed for students who need additional support to succeed in English. This class is only open to incoming freshmen, who are pre-selected based upon their CST ELA performance. Students participate in a comprehensive program designed to support their continuing academic success and to facilitate their continuing literacy growth. Students are taught study skills, and academic habits appropriate for Lowell's rigorous academic environment, and strategies for comprehending and producing sophisticated academic texts (both written and oral). In a monthly book club with the librarian, students develop reading comprehension strategies and fluency in their reading. Students develop a peer network through the Peer Resources program intended to foster both support and success.

3. Mathematics:

The study of mathematics helps students to develop thinking skills, order thoughts, construct logical arguments and make valid inferences. The goals of all mathematics courses are to enable students to discern mathematical relationships, reason logically and effectively use mathematical computations. Computer Science and Programming courses further develop and teach students to apply higher-order thinking skills.

To serve the academic needs of all students, a multi-track sequence of courses is employed. Depending on the proficiencies of the students entering the program in ninth grade, students will be placed in either Algebra I, Accelerated Math Honors, or Geometry. Placement is based on a combination of the Mathematical Placement Test and/or the Algebra I California Standards Test (CST) given in middle school. If students feel they can handle a more advanced math course than the one originally assigned, they may audit the next sequential course while completing their current placement and transfer into the next sequenced course at the semester's end.

Students progress from Algebra to either Geometry or Advanced Algebra, then to Pre-Calculus, Calculus, AP Calculus and AP Statistics. An off-semester track for students who have failed a course is available so that they may repeat the course without having to wait an entire year. The off-semester classes are geared towards mastery of subject and remediation to ensure successful progression to the next level.

Students are given instruction in the use of graphing calculators as they are widely used in the more advanced courses. The department furnishes class sets for use by students.

Students enrolled in computer science classes learn programming and object-oriented design. They actively model simulations and design video games. Students also learn how to build computers and have supplied both the Science Department and Special Education Department with student-built computers.

4. Additional Curriculum Area:

The Science Department is committed to preparing the next generation of American research scientists, engineers, medical professionals, and technologically-savvy citizens. The American Association of Science reports that there is a widening gap between the education of future scientists and the country's need for research and innovation. This mission, to engage and inspire more students to actively pursue a degree in science, guides the department.

A multi-track sequence was developed so that every student has the opportunity to take four years of science in place of the SFUSD's requirement of two years. Courses at the basic, honors and Advanced Placement levels are offered in: Biology, Chemistry, and Physics. Students can elect to further their scientific path with Physiology, AP Environmental Science, Marine Science, Principles of Biotechnology, and Geology. While there are suggested pre-requisites for advanced classes, the department has an open-enrollment policy for all classes to ensure equity and access for all students.

The sequence of classes, whereby all freshmen take biology, then chemistry or physics in their second year, prepares students to successfully enroll in upper division courses. Teachers offer additional support to students who have yet to master certain skills in science, including: measuring, graphing, calculating and using specific science equipment. Students use the tools of science and learn to design experiments in this first critical year.

All science classes seek to engage the young scientist as he/she makes discoveries about the world around them. In physics, students learn the science behind launching potatoes, rockets and hot air balloons. In chemistry, students make ice cream, small explosions, and conduct various labs using fire. Biology students dissect either a rat or pig's heart, grow a plant and use a microscope.

5. Instructional Methods:

The wide range of subjects taught at Lowell is also reflected in the diverse instructional strategies used to deliver the curriculum. Teachers use a variety of methods including lectures, cooperative learning groups, labs and activities, student-driven research and using computer and internet resources both in class and as production tools outside of class.

Teachers make use of the internet resources available to show video clips in class, or at home by loading specific segments on to our School Loop. In this way students can maximize the time available in class work in groups or pairs and participate in activities that cannot be replicated at home.

Implementation of numerous computer-based labs across the curriculum ensures that our students are prepared to use modern research tools and protocols. Students use these labs in the study of foreign language, science, math and social studies.

Core subject areas require students to conduct research either individually or in groups, often collaborating closely with the library. Independent projects give students the opportunity to develop their interests, conduct literature reviews, and make presentations in their classes.

All classrooms have Internet access and computers or access to laptop carts. Students make use of digital resources and technology such as iPads, video cameras and other recording devices to produce visual records of experiments, and other original material including plays, skits and other activities.

Lowell embraces the philosophy of experiential learning. Teachers conduct seminars, host colloquia and take field trips to broaden the students' understanding. Our students are able to visit the Academy of Science, the Exploratorium, the Monterey Bay Aquarium, Lawrence Livermore Labs, The Fine Arts Museums of San Francisco and sail on the San Francisco Bay.

6. Professional Development:

Professional development (PD) at Lowell is developed and organized by the PD Committee, headed by the Assistant Principal of Curriculum and Instruction, and comprised of teachers representing every department. The PD Committee organizes school-wide PD activities throughout the school year, including teacher-led workshops on best instructional practices, workshops on analyzing data available through Data Director, opportunities for inter or intra-departmental collaboration, training on the use of teacher tools to improve communication such as School Loop, departmental field-trips to local museums, presentation by outside speakers, and Western Association of Schools and Colleges (WASC) self-study focus groups. The PD Committee also reviews applications and administers funds for individual or group PD activities, such as attending conferences or working on collaborative curriculum projects with other teachers. For example, every summer teachers new to teaching AP courses attend a week-long workshop on AP curriculum and effective strategies on how to teach their courses.

In planning PD, the committee considers the school-wide goals for the year, as outlined in the district's Balanced Scorecard (BSC) and the school's Action Plan. The committee sends a letter to all teachers requesting proposals for workshops. Teachers who want to present workshops outline which goals will be met and how the content of the workshop will impact student learning.

In order to address the WASC Action Plan goal of promoting writing across the curriculum, Social Studies and English teachers participated in several PD workshops focused on developing a common rubric for expository writing. Teachers in many departments have used PD time to collaborate on standards-related projects. For example, in an effort to maintain consistent academic standards in a subject area, chemistry teachers collaborated to develop common curriculum and assessment tools for their course.

When teachers attend workshops, collaborate on curriculum projects, or visit outside resources, they complete evaluations and specify how they will use the materials to impact student learning. At the end of each school year, teachers complete a survey about their PD experience during the year. The feedback from the surveys helps the committee to organize the PD for the next school year.

7. School Leadership:

The leadership philosophy and structure enhance collaboration and shared decision-making at Lowell. The principal works closely with the primary governance body the School Site Council (SSC), the Administrative Council and the three assistant Principals to ensure an integrated and coordinated implementation of the school's annual Action Plan. This plan is generated from the District's mission of high student achievement and improvement as specified in each school's Balanced Score Card (BSC). The BSC and Action Plan are revised annually and used to guide the leadership in formulating decisions regarding refinement of policy, budget implementation and day-to-day operations.

The SSC consists of parents (7), students (7), faculty, staff, and administrators (14), and adheres to policies and bylaws aligned to the school's mission statement and philosophy, academic standards, and Expected School-wide Learning Results (ESLRs). Parliamentary procedures are followed at SSC monthly meetings, allowing for fair and orderly presentation of diverse viewpoints. These meetings are open to the public and the proceedings are often reported in the school paper as well as published on the Lowell website.

The SSC delegates the implementation of policy to Lowell's administration, which works closely with department heads individually and at Administrative Council meetings held bi-monthly. These meetings include all four administrators, eight department heads, and a representative of the library and support services. This structure allows for communication of concerns of all faculty to the administration through their respective department heads. The administrative team (including department heads) also makes presentations to, and elicits suggestions from, the PTSA. Thus, all levels of the school community are involved in implementing school-wide policies.

Curricular departments meet on a regular basis and serve as a forum for discussion and decision-making on the department level. Coordination of curriculum, budget implementation, policy and subject-specific curricular issues are addressed at these meetings, chaired by the department heads. Minutes from these meetings are collected by the school administration.

The principal maintains an open door policy of communication and invites all members of the community from students and parents to faculty and staff to come to him personally to discuss concerns or suggestions. This policy creates an atmosphere of trust and respect in which all members of the Lowell community are truly empowered as stakeholders in the process of leadership and governance.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10

Test: CAHSEE

Edition/Publication Year: 2007-2011 Publisher: California Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Proficient Plus Advanced	96	97	98	98	96
Advanced	66	68	73	67	65
Number of students tested	623	631	641	688	670
Percent of total students tested	100	99	100	99	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced	93	98	98	98	97
Advanced	61	64	71	69	63
Number of students tested	255	238	238	238	245
2. African American Students					
Proficient Plus Advanced		78	77	68	57
Advanced		17	15	24	19
Number of students tested	7	18	13	25	21
3. Hispanic or Latino Students					
Proficient Plus Advanced	87	83	96	91	78
Advanced	21	38	38	43	32
Number of students tested	45	41	51	47	45
4. Special Education Students					
Proficient Plus Advanced	61	63	79	53	50
Advanced	25	11	0	31	0
Number of students tested	13	19	19	15	24
5. English Language Learner Students					
Proficient Plus Advanced	88	90	95	93	92
Advanced					
Number of students tested	42	38	57	40	51
6. Asian					
Proficient Plus Advanced	98	100	100	100	100
Advanced	71	73	79	73	71
Number of students tested	399	415	446	448	436
NOTES:					
English Language Learners are monitored closely by SFUSD, and are reclassified on an ongoing basis, numbers of students classified as Limited, Pending Reclassification, Reclassified and Fluent shift throughout the school year. Percentages of all ELL students scoring "Advanced" at any given time is fluid.					

12CA22

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10

Test: CAHSEE

Edition/Publication Year: 2007-2011 Publisher: California Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Proficient Plus Advanced	96	97	97	96	95
Advanced	55	60	64	59	52
Number of students tested	623	631	644	688	671
Percent of total students tested	100	99	100	99	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced	94	98	95	95	91
Advanced	42	48	53	49	39
Number of students tested	255	238	239	238	244
2. African American Students					
Proficient Plus Advanced		67	85	79	71
Advanced		6	29	32	29
Number of students tested	7	18	13	24	15
3. Hispanic or Latino Students					
Proficient Plus Advanced	89	90	90	85	80
Advanced	34	42	38	43	30
Number of students tested	45	41	51	47	45
4. Special Education Students					
Proficient Plus Advanced	54	58	63	43	54
Advanced	17	21	11	23	4
Number of students tested	13	19	19	14	24
5. English Language Learner Students					
Proficient Plus Advanced	81	92	81	75	65
Advanced					
Number of students tested	42	38	57	40	51
6. Asian					
Proficient Plus Advanced	98	99	99	99	97
Advanced	56	62	64	60	50
Number of students tested	399	416	446	448	435
NOTES:					
English Language Learners are monitored closely by SFUSD, and are reclassified on an ongoing basis, numbers of students classified as Limited, Pending Reclassification, Reclassified and Fluent shift throughout the school year. Percentages of all ELL students scoring "Advanced" at any given time is fluid.					

12CA22

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11

Test: CST/STAR

Edition/Publication Year: 2007-2011 Publisher: California Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Proficient Plus Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	1	1	1	1	1
Percent of total students tested	0	0	0	0	0
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
6. Asian					
Proficient Plus Advanced					
Advanced					
Number of students tested					
NOTES:					
This table originally held CST data which was removed per request by Sarah Hughes via email communication. CAHSEE data is provided for 10th grade only.					

12CA22

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 11 Test: CST/STAR

Edition/Publication Year: 2007-2011 Publisher: CA Dept. of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Proficient Plus Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	1	1	1	1	1
Percent of total students tested	0	0	0	0	0
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
6. Asian					
Proficient Plus Advanced					
Advanced					
Number of students tested					
NOTES:					
This table originally held CST data which was removed per request by Sarah Hughes via email communication. CAHSEE data is provided for 10th grade only.					

12CA22

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 9

Test: CST/STAR

Edition/Publication Year: 2007-2011 Publisher: California Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Proficient Plus Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	1	1	1	1	1
Percent of total students tested	0	0	0	0	0
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
6. Asian					
Proficient Plus Advanced					
Advanced					
Number of students tested					
NOTES:					
This table originally held CST data which was removed per request by Sarah Hughes via email communication. CAHSEE data is provided for 10th grade only.					

12CA22

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 9 Test: CST/STAR

Edition/Publication Year: 2007-2011 Publisher: CA Dept. of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Proficient Plus Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	1	1	1	1	1
Percent of total students tested	0	0	0	0	0
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient Plus Advanced					
Advanced					
Number of students tested					
6. Asian					
Proficient Plus Advanced					
Advanced					
Number of students tested					
NOTES:					
This table originally held CST data which was removed per request by Sarah Hughes via email communication. CAHSEE data is provided for 10th grade only.					

12CA22

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
proficient and Above	95	96	97	97	95
advanced	65	67	72	66	64
Number of students tested	625	633	643	690	672
Percent of total students tested	33	33	33	33	33
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
proficient and Above	93	98	98	98	97
advanced	61	64	71	69	63
Number of students tested	255	238	238	238	245
2. African American Students					
proficient and Above		78	77	68	57
advanced		17	15	24	19
Number of students tested	7	18	13	25	21
3. Hispanic or Latino Students					
proficient and Above	87	83	96	91	78
advanced	21	38	38	43	32
Number of students tested	45	41	51	47	45
4. Special Education Students					
proficient and Above	61	63	79	53	50
advanced	25	11	0	31	0
Number of students tested	13	19	19	15	24
5. English Language Learner Students					
proficient and Above	88	90	95	93	92
advanced	0	0	0	0	0
Number of students tested	42	38	57	40	51
6. Asian					
proficient and Above	98	100	100	100	100
advanced	71	73	79	73	71
Number of students tested	399	415	446	448	436
NOTES:					
This table originally held CST data which was removed per request by Sarah Hughes via email communication. CAHSEE data is provided for 10th grade only.					

12CA22

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Proficient and Above	95	96	96	95	94
Advanced	54	59	63	58	51
Number of students tested	625	633	646	690	673
Percent of total students tested	33	33	33	33	33
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Above	94	98	95	95	91
Advanced	42	48	53	49	39
Number of students tested	255	238	239	238	244
2. African American Students					
Proficient and Above		67	85	79	71
Advanced		6	29	32	29
Number of students tested	7	18	13	24	15
3. Hispanic or Latino Students					
Proficient and Above	89	90	90	85	80
Advanced	34	42	38	43	30
Number of students tested	45	41	51	47	45
4. Special Education Students					
Proficient and Above	54	58	63	43	54
Advanced	17	21	11	23	4
Number of students tested	13	19	19	14	24
5. English Language Learner Students					
Proficient and Above	81	92	81	75	65
Advanced	0	0	0	0	0
Number of students tested	42	38	57	40	51
6. Asian					
Proficient and Above	98	99	99	99	97
Advanced	56	62	64	60	50
Number of students tested	399	416	446	448	435
NOTES:					
This table originally held CST data which was removed per request by Sarah Hughes via email communication. CAHSEE data is provided for 10th grade only.					

12CA22